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ABSTRACT

This guide is designed to facilitate the implementation of the Florida First Start (FFS) program, created to help at-risk children from birth to 3 years of age have the best possible start in life and to support parents in their roles as their children's first teachers. Emphasis is on providing early, high-quality education and support services. Sections of the guide address: (1) the purpose of the FFS program; (2) personnel, staff development, and technical assistance requirements; (3) measures to increase public awareness of the program; (4) the equipping of parent resource centers; (5) program eligibility guidelines; (6) home visits; (7) child screening and testing; (8) family group meetings; (9) interagency cooperation; (10) program exiting and transitioning procedures; and (11) program evaluation. A bibliography of resources on behavior management, child abuse and neglect, health and safety, nutrition, stereotyping, and child development is included. Seven appendices provide a statewide directory of FFS officials, state-recommended forms, sample newsletters and pamphlets, program logos, Florida statutes and regulations relevant to the FFS program, a list of responsibilities and duties of parent education, and a list of infant resource books. (MDM)

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Program Planning and Implementation Guide

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P R O G R A M

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A program designed to give children the best possible start
in life and to support parents in their role as the child's
first teachers.

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During May 1991 the Department of Education, Division of Public Schools organized a task force whose goal was to develop a guide that would assist districts with local implementation of the Florida First Start Program. As a result, this implementation guide was created to serve as a resource for existing as well as newly funded Florida First Start Programs. The intent of this guide is to provide a reference and information source as well as a consistent starting point for all Florida First Start Programs, statewide.

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I. INTRODUCTION

A. Purpose

The Florida Legislature recognizes that the years of a child's life between birth and the third birthday are critical for fostering intellectual ability, language competence, physical development and social skills. Hence, the Florida First Start Program Section 230.2303, F.S., was created for children from birth to three years of age and their families. The program is intended as a home-school partnership designed to give handicapped children and children at risk of future school failure the best possible start in life and to support parents in their roles as the children's first teachers. Emphasis is on providing early, high-quality education and support services that enable families to enhance their children's intellectual, language, physical, and social development, thus maximizing the children's overall progress during the first three (3) years of life, laying the foundation for future school success and minimizing the development of handicaps and developmental problems which interfere with learning.

B. The Ideal Florida First Start Program

- *is a flexible program which provides a comprehensive family-based support program.
- *empowers families to grow, change, and realize their potential.
- *provides a positive environment that encourages and invites parents into our schools.
- *empowers parents and respects family individuality.
- *assists parents to become agents of change.
- *provides an accessible center with interagency information and serves as a referral network and follow-up.
- *provides early intervention programs within the context of the family unit that substantially improve children's later success in school and life.
- *incorporates collaborative efforts among school and community organizations, social agencies, and private organizations to assist children and their families.

II. PERSONNEL/STAFF

A. Personnel

In order to carry out the components of the program, personnel should include, but not be limited to, district level administrator(s), lead teacher(s) or coordinator(s), and parent educator(s). The basic functions of these staff members are outlined as follows:

District Level Administrator Oversees and monitors program implementation and operation;

Serves as a district contact person for agencies and referral sources;

Provides supervision of the Lead Teacher/Coordinator; Serves as a resource for School-Based Administrators. Required Qualification: To be determined by the superintendent.

Lead Teacher/Coordinator

Coordinates operation of the Parent Resource Center including home visits;

Maintains a well-equipped Parent Resource Center that provides appropriate resource materials for children and their families;

Conducts and coordinates monthly family group meetings;

Provides and coordinates on-going inservice staff development training and supervision for the Parent Educator(s), including assisting with lesson planning for home visitations;

Coordinates and/or conducts periodic developmental and health screenings;

Coordinates program activities with the total school program;

Maintains accurate and up-to-date program records;

Develops public awareness of the program and works with community resources and agencies;

Required Qualifications: training in parent education and bachelor's degree from an accredited institution with a major in early childhood education, child development, child psychology, home economics, social work, or nursing;

Parent Educator

Conducts home visits with each family at least once a month;

Provides information to families on a variety of topics, including child growth and development, nutrition, home safety, effective discipline, constructive play activities, and other topics;

Confers with the lead Teacher/Coordinator on a regular basis regarding home visits, individual child progress, family needs, and program operation;

Attends and assists with the planning and conducting of monthly family group meetings; Required Qualification: resides within the area served; have a high school diploma or GED.

Although specific personnel may vary from district to district, successful program implementation will include the minimum staff described above. In addition, it is strongly recommended that each district give serious consideration to providing adequate salaries that are commensurate with the responsibilities required of the parent educator.

B. Staff Development

Each district must develop a plan to access training for the parent educator (s) on a variety of topics that include, but are not limited to, child growth and development; health; home safety; nutrition; identifying and reporting child abuse and neglect; developmentally appropriate activities for young children; and avoidance of income based, race based and gender based stereotyping.

The parent educator(s) should be provided with an orientation to the components of the Florida First Start Program. Following orientation, training on how to conduct home visits, maintain personal safety, develop an awareness of community resources and program, utilize effective communication techniques and strategies, and confer with the lead teacher/coordinator regarding program implementation should be provided. This training should be designed to meet the specific needs of the local district and the community. In addition, arrangements should be made for staff to access Child Development Associate (CDA) credential training or is equivalent.

Lead Teachers/Coordinators should continue to investigate and discover new resources that are available in the community. In addition, they should continue to develop the skills necessary to oversee, supervise, and carry out the components and requirements of the program. Attendance at state and local conferences and meetings, participation in inservice training, and research and readings are some of the activities that may be utilized to upgrade skill levels.

It is also best practice for parent educators to participate in the 30 hours of training that is required of child care providers by HRS.

C. Technical Assistance

At the state level, the role of the Department of Education is to provide ongoing and consistent communication with district programs. The purpose of this communication is to share relevant information, disseminate legislative updates; provide districts with Florida First Start contact names and addresses; and inform district staff of relevant meetings and workshops. The department will also be available to provide technical assistance to districts to ensure high standards of quality and program effectiveness.

III. PUBLIC AWARENESS

Successful implementation of the Florida First Start Program at the district level will include a strong emphasis on public awareness. Networking with community agencies is vital to the development of an effective program. Local organizations and agencies can be a valuable referral resource for recruiting families. Therefore, it is important for program staff to establish and maintain ongoing communications and collaboration with community programs such as:

- *Community Health Agencies
- *Children's Medical Services
- *HRS Developmental Services
- *HRS Children, Youth and Families
- *Housing Authority Memberships
- *Teen Parent Programs (Dropout Prevention & Project Independence)
- *Private Preschools and Child Care
- *Subsidized Child Care
- *Community Mental Health Programs
- *Religious Groups
- *Civic Organizations
- *Easter Seals
- *Florida Diagnostic and Learning Resources System
- *Elementary School Programs
- *Prekindergarten Early Intervention Programs
- *Head Start Programs
- *Association for Retarded Citizens
- *Children's Home Society
- *Child Care Resource & Referral Network
- *Human Assistance Network Direction Service (HANDS)
- *Prekindergarten Handicapped Programs
- *Local Associations for Retarded Citizens

Strategies for developing communications with programs and services as well as generating public awareness may include, but are not limited to:

- *Actively participating on local interagency councils.
- *Sharing information with school based personnel via faculty presentations, open house activities, school newsletters, school displays and school board presentations.
- *Speaking at community and organization meetings.

- *Developing brochures and flyers to be displayed in community offices; grocery stores; health clinics; physician offices hospitals; primary care clinics; Women, Infants, & Children (WIC) offices; Aid to Families with Dependent Children (AFDC) offices; Project Independence, local libraries; laundromats; and other visible locations.
- *Wearing and/or distributing buttons, visitors, t-shirts, pens, bags, etc. with the Florida First Start logo.
- *Developing a video tape to be broadcast on public television and/or presented at community meetings and guide gatherings.
- *Using volunteers from the community to share information about the program.
- *Contacting local newspapers to do a feature article.
- *Releasing public service announcements in newspapers and on radio and television.
- *Including program information in utility bills and phone bills.
- *Sending flyers home with Head Start, PreKindergarten Early Intervention, Team Parent programs, and elementary school students.
- *Providing program information at Child Find screenings and school registration sites.
- *Displaying posters in store windows, laundromats and on bulletin boards.
- *Talking about Florida First Start to friends, families, educators, and other interested people.

Often succinct advertisement statements, sometimes referred to as "bullet statements", can be a powerful tool for generating public awareness. Some example bullet statements might include:

- *empowers parents as advocates for their children
- *provides a referral source for families
- *allows parents to network with other parents
- *provides avenues for parent(s) to acquire GEDs
- *provides program services to parents with children ages birth through 3
- *provides early intervention in speech, hearing, vision, and other health areas
- *offers free lending of toys and books for families
- *provides a Parent Resource Center staffed by a
*resource teacher
- *includes home visits provided by trained parent educators
- *shares child development information with parents
- *conducts group meetings for parents of similarly aged children
- *shares information about play and other developmentally appropriate practices and activities

Sample flyers and pamphlets and the Florida First Start logo are located in Appendices C.

IV. PARENT RESOURCE CENTER

A. Facilities

Parent resource centers, located in neighborhood schools, should be easily accessible to the families who use them. They should be located in an area large enough to accommodate various activities. Space should be provided for restrooms, large group meetings, children and adult activities, as well as space for a toy and resource lending library. An ideal center will include an office/reception area in addition to a large play area.

B. Equipment and Materials

Parent Resource Centers should be bright and attractive with a home-like setting designed to foster family interaction.

Suggested equipment and materials for the ideal center include, but are not limited to:

- *rocking chairs (adult and child size);
- *comfortable chairs and/or sofa
- *small tables and chairs for toddlers;
- *large tables and chairs;
- *telephone;
- *file cabinets;
- *storage cabinets;
- *shelving for toys and lending library;
- *cribs;
- *changing tables;
- *walkers;
- *computer;
- *typewriter;
- *VCR and monitor;
- *cassette recorder;
- *record player;
- *kitchen appliances: sink, stove, refrigerator, washer, dryer;
- *age appropriate child learning areas including toys and equipment;
- *teacher desk and chairs;
- *office supplies;
- *arts and crafts supplies;

Outdoor equipment:

- *climbing apparatus;
- *child and adult size picnic tables;
- *balls;
- *riding toys;
- *sand box;
- *wading pool;

Lending library materials:

a large assortment of developmentally appropriate manipulatives and play things that encourage imaginative play, gross and fine motor development, language development, and social interaction; a large assortment of developmentally appropriate books: vinyl, cloth, chunky, and big books; story books and cassettes; parent books and resource materials; videos on parenting, child rearing and development; records and cassettes; community resource and referral information.

Some materials should be purchased in sets of three: maintaining one set for the center and two sets for families to check out for use at home.

C. Utilization

The parent resource center should be utilized for any activity that benefits program families. Activities for the families may include, but are not limited to:

- *individual visits
- *large group meetings
- *lending materials
- *parent information
- *family services
- *play groups
- *reading activities
- *family support groups
- *arts and crafts
- *toy making

V. PROGRAM ELIGIBILITY

A. Eligibility Guidelines

Children from birth to three years of age who are handicapped* or at risk of future school failure and their families are eligible for program services. Eligibility criteria regarding handicapped and/or at risk is as follows:

Identified as handicapped according to:

State Board of Education rules and regulations for preschool special education services, with the exception of those who are classified solely as gifted;

OR

Written report by a licensed or certified professional documenting the handicapping condition with review for eligibility by the program supervisor or designee.

Handicapped includes:

- a. developmentally disabled
- b. mentally handicapped
- c. speech/language impaired
- d. language impaired
- e. deaf or hard of hearing
- f. blind or partially sighted
- g. physically handicapped
- h. health impaired
- i. emotionally handicapped
- j. specific learning disabled

OR

Identified as at-risk according to one or more of the following characteristics:

The child is a victim or a sibling of a victim in a confirmed or indicated report of child abuse or neglect as documented by a community mental health agency, parent, and/or HRS representative.

OR

The child is a graduate of perinatal intensive care unit as documented by a medical agency, private physician, and/or HRS report.

* currently being replaced with the term disabled

OR

The child's mother is under 18 years of age as documented by program registration, private physician, community agency or service, and/or HRS report.

OR

The child has a developmental delay of one standard deviation below the mean in cognition, language, or physical developments as documented by a licensed or certified professional.

OR

The child has survived a catastrophic, infectious, or traumatic illness known to be associated with developmental delay as documented by a medical agency or service, private physician, and/or HRS report.

OR

The child has survived an accident resulting in a developmental delay as documented by a medical agency, private physician, and/or HRS report.

OR

The child has a parent or guardian who is:

a. developmentally delayed

OR

b. severely emotionally disturbed

OR

c. drug or alcohol dependent

OR

d. incarcerated

AND

who requires assistance in meeting the child's developmental needs as documented by community agency or service, parent, private physician, and/or HRS report.

OR

The child has no parent or guardian as documented by HRS and/or court appointed guardian ad litem report.

OR

The child was substance-exposed during mother's pregnancy and exhibits:

- a. abnormal growth
OR
- b. abnormal neurological patterns
OR
- c. abnormal behavior problems
OR
- d. abnormal cognitive development
as documented by community agency or service, private physician, parent, and/or HRS report.

The child's family's income is at or below 100 percent of the federal poverty level.

FEDERAL INCOME GUIDELINES *

Household Size

1 . . .	8,164	681	157
2 . . .	10,946	913	211
3 . . .	13,728	1,144	264
4 . . .	16,510	1,376	318
5 . . .	19,292	1,608	371
6 . . .	22,074	1,840	425
7 . . .	24,856	2,072	478
8 . . .	27,638	2,304	532
For each additional family member add	+2,782	+232	+54

OR

the child's family's income level impairs the development of the child as documented by medicaid eligibility and/or HRS report.

OR

The child has been placed in residential care under the custody of the state through dependency proceedings as documented by HRS and/or court appointed guardian ad litem.

Districts with a Florida First Start model school for coordinated children's services may serve children and families not eligible for Florida First Start through a sliding scale fee.

Eligibility should be documented on an annual basis.

*Guidelines change yearly

B. Service Area

The Parent Resource Center must be located on the grounds of a neighborhood school. Community needs and population distributions should be considered when determining the specific location of the center.

Program services should focus on the neighborhood area and the surrounding community. Districts should avoid overextending the program to large geographical regions. Emphasis should be placed on the "home community" in which the Parent Resource Center is located. Providing quality services and establishing lasting partnerships with families should be the goals to consider when determining the area to be served.

C. Age Clarifications

Families are not eligible for Florida First Start Services before the birth of a child, unless there is another child in the home between birth and three (3) years of age and the family and/or child meets the eligibility requirements outlined above.

Eligible children may be served up to age four (4) or when enrolled in a full-time preschool program at the age of three (3). Please refer to the section on Program Exit.

VI. HOME VISITS

Home visits are required at least once a month. The parent educator is to work closely with the lead teacher/coordinator in the scheduling and planning of these visits. It is recommended that the lead teacher/coordinator accompany the parent educator during the initial visit(s) to assist with needs assessments, screening procedures, and program eligibility.

A. Scheduling

In general, home visit appointments should be scheduled at a time that is convenient for both the family and the parent educator. It should be at a time when the parent/guardian is free from distractions and the child is awake and alert. The time and location of the home visit should be well established and a written reminder should be provided.

Effective appointment reminders include:

- * a calendar with the appointment marked
- * appointment card
- * post cards
- * newsletters
- * phone calls

B. Ongoing Family Needs Assessment

Assessment of family needs is an ongoing process which is conducted during each home visit in order to ensure that appropriate services are being provided. Some effective means of assessing family needs include, but not limited to:

- * observation
- * parent interview
- * parent concerns
- * information from reliable sources
(significant others)

C. Preparation and Content

Preparation is essential to a successful and productive home visit. It means taking time to write a lesson plan and gather materials and handouts as well as contacting the parents with a reminder.

The home visit plan should be composed of five components:

- *rapport
- *observation
- *emphasis
- *adult/child activity
- *conclusion

Each component is equally important to the success of the home visit. First, the parent educator should establish rapport with the family. This can be done by greeting them in a friendly manner, expressing interest in the family and listening to their concerns. Establishing rapport is an ongoing process that should continue throughout involvement with the program. Observation of the child(ren) and adult/child interactions should also occur throughout the home visit. The parent educator should observe the development and physical conditions of the child(ren). The emphasis for the home visit should be the topic of discussion between the parent/guardian and parent educator. The topic selected should be relevant to the child(ren)'s stage of development and/or a family need. During the adult/child activity, the parent educator should guide and participate in a thoroughly planned, developmentally appropriate activity actively involving both the parent/guardian and the child. The parent educator should model the appropriate behavior. At the conclusion of the home visit, the parent educator should review the activities and topic of discussion. In addition, the parent educator should ask the parent/guardian if there are other concerns or needs that may need to be addressed in the future. The parent educator should then set a date for the next home visit and remind the parent/guardian of any upcoming events.

D. Safety

Safety should always be considered when conducting home visits. Guidelines regarding home visit safety provided by Manatee County are reprinted below. Florida First Start staff should never transport families in their own vehicles for any reason. In addition to safety risks, if an accident were to occur the person transporting could be liable for all damages.

When planning a home visit consider following these tips:

- *Find out about the family. Take someone with you on the first visit, such as the lead teacher, if needed.
- *When possible, contact the family by telephone, mail, or in person and schedule an appointment for a time that is agreeable with the family.
- *Leave a schedule and itinerary with a secretary and include the family name, address and telephone number (if available). Call in after each stop if convenient and notify if there are changes in itinerary i.e. time and place.
- *Note exits and location of the telephone upon entry into the home. When approaching the house, make a mental note of cars, and upon entering, determine who is in the home (by observing or by inquiring).

Leave personal items locked in the parent resources center or car, but keep your keys readily accessible.

*if the parent becomes upset and verbally threatening, or you are told to leave, LEAVE. Do not feel that you must stay to complete the job.

*In a verbal confrontation, if the person raises their hand or finger in a gesture that threatening or as a warning, move back, get away. LEAVE.

If confronted with imminent danger, protect yourself - think about common objects that could be used to protect yourself, i.e., keys, heel of shoe, kicking. The best advice is to anticipate and to leave if there is an indication of a confrontation.

VII. CHILD SCREENINGS

A. Developmental Screenings

Upon entry into the Florida First Start Program, each child should be screened periodically in the areas of physical, cognitive, social-emotional, and speech and language development. These screening results should be used as a beginning for planning child-centered activities. In addition, the screening may provide useful information when considering whether or not a child should be referred for additional services such as speech/language therapy, occupational therapy, physical therapy, etc.

Commonly used screening tools for children ages birth to three (3) include:

- * Denver Developmental Scales
- * Hawaii Early Learning Profile (HELP)
- * DIAL-R
- * Early Recognition and Intervention Network (ERIN)
- * Bayley Scales of Infant Development
- * Parent Interview and Formal Observations

Screenings must be conducted by trained personnel during home visits and/or at the Parent Resource Center. Referrals may also be made to other agencies or programs such as Florida Diagnostic and Learning Resources System (FDLRS) for screening services.

B. Health Screenings

Health screenings should be conducted on an annual basis. The screening should include a history of the mother's pregnancy and the child's growth and development from birth through the present. It should also include vision, hearing, and dental screens as well as a review of immunization and health records. Referrals for more in-depth medical examinations may be based on the screening results.

Private physicians and dentists, local health departments, community agencies, and Medicaid Early and Periodic Screening, Diagnostic and Treatment (EPSDT) programs are often good resources for assisting with the health screening component.

VIII. FAMILY GROUP MEETINGS

Group meetings for families with similarly aged children should be conducted on a monthly basis at the Parent Resource Center. Groups should be determined by the number of families and the age distribution of the children enrolled in the program. One recommendation may be to have an infant group, a one-year old group, and a two and three year old group. If, however, there is an extremely low incidence of any one age group, those families should be incorporated into other age groups so that they are able to benefit from the group process.

A. Topic Ideas

Each group meeting should focus on a topic. Topics should be selected according to family regarding their needs, concerns, and interest. Topics may include, but not limited to:

- *building self-esteem
- *child safety
- *health and nutrition
- *parenting skills
- *safety proofing your home
- *making toys from "junk"
- *how to talk to your child
- *lap reading
- *management (stress, lifeskills, budget)
- *how to dress your child
- *dental care
- *parks and recreation programs
- *selecting child care services
- *modeling child/parent intervention
- *drug - alcohol dependency
- *child support enforcement

Guest speakers from the community are a valuable resource. The sheriff's department, electric company, adult education, health department, libraries, private health care providers, and speech/language pathologists are a few of the agencies and community members that may be contacted to speak at meetings.

B. Scheduling

Scheduling should be flexible and take into consideration several factors including: families' availability, instructional grouping needs, facility regulations, safety, and convenience. Schedules should reflect the time management needs of both program staff and families. As often as possible, consistent scheduling patterns should be established. Such patterns will allow families to incorporate meeting times into personal schedules and encourage regular attendance.

C. Child Care

Adults should be given the opportunity to interact without distractions. Programs should provide child care services during group meetings. You may wish to provide therapeutic play activities for children while parents are participating in other activities.

Family members would be able to better attend to the meeting topic and participate in discussions if an "adults only" time is maintained. Special activities may be planned for the adults and children to interact together for part of the meeting.

Recommendations for securing child care services include utilization of existing staff on a rotating basis, recruitment of district-approved volunteers, and collaboration with other agencies that provide child care services. Careful consideration should be given to: developmental play grouping, trained child care providers, space, equipment and special needs such as diapers, formula, medication, furniture, and equipment.

D. Activities

The focus of the group meetings should be to assist families with the development of their children as well as to build partnerships between schools and families. Activities should provide opportunities for families to interact and share ideas, information, and concerns. Guest speakers, make and take toy projects, sewing, arts and crafts, parent-child play time, and group discussion are just a few of the activities that may be included in the meeting. Fun, simple, hands-on activities can often serve to increase collaboration and develop ties among families, as well as breakdown ethnic, racial, and language barriers.

E. Transportation

Often families served by the program are in need of transportation to the Parent Resource Center. Program staff should investigate transportation services that are available in the community. Program money may also be budgeted for school bus transportation services. Florida First Start staff should never transport families in their own vehicles for any reason. In addition to safety risks, if an accident were to occur, the person transporting could be liable for all damages.

IX. INTERAGENCY COLLABORATION AND NETWORKING

A. Local Interagency Councils

Each program must be developed in cooperation with the district interagency coordinating council on early childhood services established pursuant to s.230.2305 and the Interagency Handicapped Prekindergarten Council. Many districts have merged these two councils at the local level. It is vital that the Florida First Start Program have active membership and/or representation on both councils.

B. Networking

Interagency networking is essential to successful program implementation. Services should be coordinated with community agencies and programs through the local interagency council(s) so as to:

- *generate program referrals;
- *access needed services for families and their children;
- *coordinate developmental and health screenings;
- *refer families of special needs children for appropriate services such as therapies or other developmental services;
- *access transportation services for families;
- *assist with transition into prekindergarten programs; such as prekindergarten early intervention, prekindergarten handicapped, Head Start, subsidize child care and others;
- *develop cooperative agreements as needed;
- *access to the Teen Parent program;
- *access to Project Independence.

Each Parent Resource Center should be equipped with an interagency referral guide. Programs should request assistance from their local interagency councils in the development of such a guide if one is not already available. In addition, centers should consider allowing families use of a telephone for making needed appointments and obtaining community services. This practice, if monitored, can assist families in becoming their own agents of change.

C. Advisory Committee

Districts may wish to establish a Florida First Start Advisory Committee. The purpose of this committee would be to assist with the planning and implementation of the program and to build community support. It is recommended that if such an advisory committee is formed, it is developed as a subcommittee of the local interagency council(s).

X. PROGRAM EXIT

A. Reasons for Exiting

Exit from Florida First Start services may occur when any one of the following conditions are present:

- *Family voluntarily withdraws from the program;
- *Family moves out of the school district;
- *Family fails to comply with arrangements and/or agreements that have been established for conducting safe, productive home visits and/or resource center activities;
- *Family situation indicates the need for a more intensive support system/program as documented by program staff, medical agency, licensed or certified professional or physician, HRS report, and/or court order;
- *Family and child no longer meet eligibility criteria;
- *The eligible child's developmental progress and growth, as well as the family's ability to foster child development, indicates program services are no longer needed as documented by ongoing interviews, child observations, and screening reports;
- *The eligible child enrolls in a full time preschool program at the age of three (3);
- *The eligible child is three or four (4) years of age.

A family's withdrawal or exit from Florida First Start services should be recorded. The reason for exiting should be noted and, if appropriate, documented by report, observation, and/or referral.

B. Procedures for Transitioning

As the child approaches the age of three (3) and four (4) program staff should focus on providing assistance with transition into prekindergarten programs as appropriate. Assistance with transition may include, but not limited to:

- *communicating with and establishing referral procedures for entry into: Prekindergarten Early Intervention programs; subsidized child care; and community private preschool programs;
- Head Start programs;
- Preschool Handicapped programs; Family/home day care;
- Other Florida First Start districts;
- *assisting parents with visits to appropriate preschool programs;
- *assisting parents with enrollment procedures for preschool programs;
- *encouraging and discussing ways for parents to remain active in their child's preschool program.

Child Care Resource and Referral can assist with all of the above activities.

XI. PROGRAM EVALUATION

The commissioner shall conduct or contract for a longitudinal study of the effectiveness of the program, including the Florida First Start model schools for coordinated children's services. Studies shall include, but not be limited to, longitudinal assessment of the children's behavior, growth and development, achievement, and success in school and the families' continued involvement with the education of their children. Therefore, it is necessary for each program to maintain up-to-date and accurate records of all program participation. It is recommended that children enrolled in the program be given a student identifier number and the following information be maintained for each family:

- *program eligibility
- *child screening results
- *number of home visits
- *participation in family group meetings
- *participation in parent education
- *referrals to community agencies and services
- *use of the Parent Resource Center
- *entry into preschool programs
- *program exit information
- *participation in parent education

Annual reports are required to be submitted to the State Department of Education. Each district school board that implements a program shall with the assistance of the district interagency coordinating council on early childhood services, submit an annual report. Such report shall describe the overall program operations, activities of the district interagency coordinating council, expenditures, the number of children served, staff training and qualifications, evaluation findings, and other information required by the commissioner or the State Coordinating Council for Early Childhood Services.

XII BIBLIOGRAPHY

RESOURCES

A. Behavior Management and Preventing, Identifying, and Reporting Child Abuse & Neglect

NOTE: Check with local agencies such as HRS, Child Protection Team and/or mental health for additional information.

Behavior Management: Preventing and Dealing with Problem Behavior

MITCH Module 7

Available from: Florida Department of Education
Bureau of Education for Exceptional Students
(Check with your local FDLRS.)

Behavior Problems

When You Care for Handicapped Children

Available from: Texas Department of Human Services
Media Services Division 206-E
P. O. Box 2960
Austin, TX 78769

Dealing with Child Abuse & Neglect (pp. 179-207)

Supporting Families of Children with Special Needs for Use in Head Start and Public School

Available from: Chapel Hill Outreach
Suite 105
800 Eastowne Drive
Chapel Hill, NC 27514

Developing Safety Skills with the Young Child

Book by Diana E. Comer

Available from: Toys'n Things Press
450 N. Syndicate, Suite 5
St. Paul, MN 55104

The Difficult Child

Book by Stanley Turecki

Available from: Toys'n Things Press
(see address above)

Early Childhood STEP

Curriculum program, book, video, and training guide

Available from: American Guidance Service
P. O. Box 99
Circle Pines, MN 55014-1796

A Guide to Discipline

Book by Jeanette G. Stone

Available from: National Association for the Education of Young Children (NAEYC)
1834 Connecticut Avenue NW

Helping Children Learn Self-Control

Brochure

Available from: NAEYC
(see address above)

How to Prevent Child Abuse

Booklet

Available from: State of Florida
Department of Health & Rehabilitative
Services (HRS)

Love & Learn: Discipline for Young Children

Brochure by Alice S. Honig

Available from: NAEYC

Neighborcare

Workshop 5: How We Care (pp. 60-65 and 5a-5p)

Available from: Purdue University (unpublished)

Parents & Stress

Booklet

Available from: Channing L. Bete Company
200 State Road
S. Deerfield, MA 01373

Parenting for High Self-Esteem

Cassette series

Available from: Center for Applied Psychology
441 N. Fifth Street
Philadelphia, PA 19123

Raising Capable, Confident Kids

Cassette series

Available from: Center for Applied Psychology
(see address above)

Self-Esteem: Building a Strong Foundation for Your Child Video

Available from: Society for Visual Education, Inc. (SVE)
1345 Diversey Parkway
Chicago, IL 60614-1299

Self-Esteem: A Family Affair

Curriculum/leader's guide by Jean Illsley Clarke

Available from: Toys'n Things Press

So Many Goodbyes

Brochure by Janet Brown McCracken

Available from: NAEYC

So This is Normal?

Handouts for parents

Available from: Toys'n Things Press

Stop the Tears: How to Calm & Comfort Your Crying Baby Cassette

Available from: Knight-Ridder Press

Family Wise Education Foundation Dept.

P.O. Box 5367

Tucson, AZ 85703

What Do I Do When...?

Book by Juliet Allen

Available from: Toys'n Things Press

What Every Parent Needs to Know

Brochure

Available from: Child Abuse Prevention Project (HRS)

What You Should Know About Self-Esteem Booklet

Available from: Channing L. Bete Company

(see address above)

B. Health, Safety, & Nutrition

NOTE: Check with your local American Red Cross, March of Dimes, and other health care agencies for additional information.

Baby Safe

Video

Available from: Center for Applied Psychology
441 N. Fifth Street
Philadelphia, PA 19123

Family Medical Record

Brochure

Available from: March of Dimes
Supply Division
1275 Mamaroneck Avenue
White Plains, NY 10605

Health Care: Infection Control, Medication Administration, & Seizure Management MITCH Module 8

Available from: Florida Department of Education
Bureau of Education for Exceptional
Students
(Check with your local FDLRS.)

Hooray for Handwashing!

Curriculum: cassette, read-aloud story, posters, games,
video, and teacher's guide

Available from: The Soap & Detergent Association
475 Park Avenue South
New York, NY 10016

Infant Health

Video

Available from: Johnson & Johnson Baby Products Company
P.O.Box 836
Somerville, NJ 08876

Keeping Your Child Healthy

Booklet

Available from: Channing L. Bete Company
200 State Road
S. Deerfield, MA 01373

Neighborcare

Workshop 2: Where We Live (pp. 2d, 2e)

Available from: Purdue University (unpublished)

No-Choke Testing Tube

Available from: Toys to Grow On
P. O. Box 17
Long Beach, CA 90801

Nutrition & Feeding Practices

MITCH Module 10

Available from: Florida DOE/BEES & FDLRS

Put Your Child to Bed with a Teddy Bear... Not a Bottle!

Brochure

Available from: State of Florida
Department of Health & Rehabilitative
Services (HRS)

Sound Hearing, Or.....Hearing What You Miss

Cassette

Available from: Garlic Press
100 Hillview Lane #2
Eugene, OR 97401

When You Care for Handicapped Children

Health Problems, Medications, and Emergencies

Available from: Texas Department of Human Services
Media Services Division 206-E
P.O. Box 2960
Austin, TX 78769

Your Child's Eyesight

Your Child's Hearing

Booklets

Available from: Channing L. Bete Company
(see address above)

C. Avoidance of Income-Based, Race-Based, and Gender-Based Stereotypes

Anti-Bias Curriculum: Tools for Empowering Young Children

Book by L. Derman Sparks & the A.B.C. Task Force
Available from: National Association for the Education of
Young Children (NAEYC)
1834 Connecticut Avenue NW
Washington, DC 20009-5786

How to Generate Values in Young Children

Book by S. S. Riley
Available from: NAEYC
(see address above)

A Resource List for Non-Sexist Education

Booklet
Available from: The Resource Center on Sex Roles in
Education National Foundation for the
Improvement of Education
1201 Sixteenth Street NW
Washington, DC 20036

Serving Culturally Diverse Families of Infants & Toddlers

Book by Penny P. Anderson & Emily Schrag Genichel
Available from: National Center for Clinical Infant
Programs
733 15th Street NW, Suite 912
Washington, DC 20005

Teaching Young Children to Resist Bias: What Parents Can Do

Brochure by Louise Derman-Sparks, Maria Gutierrez,
& Carol Phillips
Available from: NAEYC

Values Clarification (pp. 145-175)

Programs to Support Families of Children with Special
Needs for Use in Head Start & Public School
Available from: Chapel Hill Outreach
Suite 105
800 Eastowne Drive
Chapel Hill, NC 27514

**Working Together: Communication Skills for Parents, Caregivers,
& Other Professionals MITCH Module 11**

Available from: Florida Department of Education
Bureau of Education for Exceptional
Students
(Check with your local FDLRS.) Culturally
Diverse Families of Infants & Toddlers

D. Child Development & Appropriate Activities for Children

Ages & Stages

Book by Karen Miller

Available from: Toys'n Things Press
450 N. Syndicate, Suite 5
St. Paul, MN 55104

A Calendar of Home Activities - Level Pre-K

Available from: Curriculum Associates
5 Esquire Road
N. Billerica, MA 01862-2589

Charlotte Circle Intervention Guide for Parent-Child Interactions

Book for Mary Lynne Calhoun, Terry L. Rose, & Donna E. Prendergast

Available from: Communication Skill Builders/
Therapy Skill Builders
P. O. Box 52050
Tucson, AZ 85733

Child Development & Toy Making

Video

Available from: Ferguson-Florissant School District
Early Education Program
1005 Waterford Drive
Florissant, MO 63033

Child Development Birth to Five

Video

Available from: Reflections
Rt. 1, Box 266
Lone Rock, WI 53556

Child Development from Birth to Three

Booklet

Available from: Channing L. Bete Company
200 State Road
S. Deerfield, MA 01373

Creative Play Activities for Children with Disabilities, 2nd Ed.

Book by Lisa Rappaport Morris & Linda Schulz

Available from: Human Kinetics Books
P. O. Box 5076
Champaign, IL 61820

Developmental Profiles

Book by K. Eileen Allen & Lynn Marotz

Available from: Toys 'n Things Press
(see address above)

**Developmentally Appropriate Practice in Early Childhood
Education Programs Serving Children from Birth Through Age 8**

Book by Sue Bredekamp (Ed.)

Available from: National Association for the Education of
Young Children (NAEYC)
1834 Connecticut Avenue NW
Washington, DC 20009-5786

Finger Frolics

Book by Liz Cromwell

Available from: Toys'n Things Press

Fingerplays for Preschools

Book

Available from: Ferguson-Florissant School District
Early Education Program
(see address above)

Floor Time

Video and training guide

Available from: Scholastic, Inc.
P. O. Box 7502
Jefferson City, MO 65102

Games to Grow On

Book series

Available from: Ferguson-Florissant School District
Early Education Program

Great Beginnings for Early Language Learning Curriculum

Available from: Communication Skill Builders/
Therapy Skill Builders

The Growing Child

Brochure series

Available from: Texas Department of Human Services
Media Services Division 206-E
P. O. Box 2960
Austin, TX 78769

**Growing Together: Communication Activities for Infants &
Toddlers**

Booklet series by Monica Devine

Available from: Communication Skill Builders/
Therapy Skill Builders

HELP at Home

Curriculum guide

Available from: VORT Corporation
P.O. Box 11132
Palo Alto, CA 94306

Helping Children Develop through Play Book

Available from: NAEYC
(see address above)

Helping Children Learn About Reading

Brochure by Judith A. Schickedanz
Available from: NAEYC

How I Grow, Birth Through Five: A Guidebook for Parents
Calendar

Available from: The University of the State of New York
The State Education Department
Office of Education of Children with
Handicapping Conditions
Albany, NY 12234

How Your Baby Grows: The First 12 Months

Poster

Available from: Johnson & Johnson Baby Products Company
P. O. Box 836
Skillman, NJ 08876

Infant Development

Video

Available from: Johnson & Johnson Baby Products Company
(see address above)

Infant/Toddler

Book by Earleen Badger

Available from: Toys'n Things Press
(see address above)

The Language of Toys: Teaching Communication Skills to Special-
Needs Children Book by Sue Schwartz & Joan E. Heller Miller

Available from: Woodbine House
10400 Connecticut Avenue
Kensington, MD 20895

Learning Games for Infants & Toddlers

Book by Ira Gordon & Ronald Lally

Available from: Toys 'n Things Press

Look At Me!

Book

Available from: Kaplan School Supply
P. O. Box 609
Lewisville, NC 27023

Magic Mixtures

Book by Jean Strangl

Available from: Toys'n Things Press

MITCH Modules

Module 1 - Intellectual Development: What You Can Do to Help

Module 5 - Listening & Sensory Integration: What to Do Before Speech & Language Develop

Module 2 - Speech & Language Development: What You Can Do to Help

Module 9 - Motor Development: What You Need to Know

Available from: Florida Department of Education
Bureau of Education for Exceptional Students

(Check with your local FDLRS.)

Mud, Sand, & Water

Book

Available from: NAEYC

Mudworks

Book by Mary Ann Kohl

Available from: Toys'n Things Press

Music for Ones & Twos

Book and cassette by Tom Glazer

Available from: Toys'n Things Press

No Bored Babies

Book by Jan Fischer-Shea

Available from: Curriculum Associates
(see address above)

Normal Development Posters

Available from: Communication Skill Builders/
Therapy Skill Builders

Off to a Sound Start: Your Baby's First Year

Brochure by Janet Brown McCracken

Available from: NAEYC

The Ordinary is Extraordinary: How Children Under Three Learn

Book by Amy Laura Dombro & Leah Wallach

Available from: Toys'n Things Press

Outside Play & Learning

Book by Karen Miller

Available from: Toys 'n Things Press

Parents' Book of Toilet Teaching

Book by Joanna Cole

Available from: Toys'n Things Press

Play is FUNDamental

Brochure by Janet Brown McCracken
Available from: NAEYC

Quick Check of Children's Learning Styles Checklist

Available from: Kaplan School Supply
(see address above)

Read to Me!

Video

Available from: Society for Visual Education, Inc. (SVE)
1345 Diversey Parkway
Chicago, IL 60614-1299

Resources for Dramatic Play

Book by Lois Brokering

Available from: Toys 'n Things Press

Sift & Shout: Sand & Play Activities for Children Ages 1-6

Book by Randy Granovetter & Jeanne James

Available from: Toys'n Things Press

Smart Toys for Babies from Birth to Two

Book by Kent G. Burtt & Karen Kalstein

Available from: Toys'n Things Press

Stepping Stones

Video series

Available from: Agency for Instructional Technology
P. O. Box A
Bloomington, IN 47402-0120

Talk to Me!

Cassette, resource book, activity guide

Available from: Developmental Learning Materials (DLM)
P. O. Box 4000
Allen, TX 75002

Teachables from Trashables

Book by C. Emma Linderman

Available from: Toys'n Things Press

Things to Do with Toddlers and Twos

Book by Karen Miller

Available from: Toys'n Things Press

Tips from Tots

Brochure series

Available from: VORT Corporation
(see address above)

Toilet Training Your Child

Brochure

Available from: For Kid's Sake, Inc.
753 W.Lambert Road
Brea, CA 92621

Toys and Playthings: A Practical Guide for Parents & Teachers

Book by John & Elizabeth Newson

Available from: Pantheon Books, a division of Random House

Toys for Growing: A Practical Guide to Toys that Develop Skills

Book by Mary Sinker

Available from: National Lekotek Center
2100 Ridge Avenue
Evanston, IL 60204

Toys to Grow With: Infants & Toddlers

Book by John Fisher

Available from: Toys'n Things Press

Toys: Tools for Learning

Brochure

Available from: NAEYC

Winterworks: Waterplay Activities for Children Ages 1 to 6

Book by Jeanne C. James & Randy F. Granovetter

Available from: Kaplan School Supply

You & Your Small Wonder 1&2

Books by Merle Karnes

Available from: American Guidance Service
P.O. Box 99
Circle Pines, MN 55014-1796

Your Child at Play

Book series by Marilyn Segal

Available from: Toys'n Things Press

Your Child's Potential to Learn

Booklet

Available from: Channing L. Bete Company
(see address above)

APPENDICES

APPENDIX A
Statewide Directory

**Department of Education
Division of Public Schools
Florida First Start Program
1991-92**

2/5/92		
Alachua Mary F. Fearnside Preschool Supervisor Alachua Co. School District 620 East University Avenue Gainesville, Florida 32601 904/336-3615 FAX: 904/336-2700 or SC 625-2700	Baker Ronnie O. Kirkland, Ph.D. Assistant Superintendent Baker Co. School District 392 South Blvd. E. Macclenny, FL 32063 904/259-6251 FAX: 904/259-2825	Bradford Denise Adams Director, ESE Bradford Co. Sch. District 582 N. Temple Avenue Starke, Florida 32091 904/964-6800 FAX: 904/964-6017
Brevard Patricia H. Eyster Director, Primary Ed. Brevard Co. School District 615 Seminole Drive Rockledge, Florida 32955 407/631-1911, ext. 340 FAX: 407/633-3520	Broward Melanie Hiatt Child Development Broward Co. School District Child Development Dept. 701 N.W. 31 Avenue Fort Lauderdale, Florida 33311 305/768-8948 FAX: 305/767-8509	Collier Charles Sherwood, Ed. D. Collier Co. School District Director, Elementary Pgms 3710 Estey Avenue Naples, Florida 33942 813/643-2700 FAX: 813/643-7751
Dade Rhoda Siplin Coordinator, FL. First Start Dade Co. School Dis. 1450 N.E. Second Avenue Room 565 Miami, FL 33132 305/995-2395 FAX: 305/995-1488	Duval Sandra Moore Prekindergarten Invervention Specialist Duval Co. School District 1701 Prudential Drive, 3rd. Jacksonville, Florida 32207 904/390-2223 FAX: 904/390-2280	Escambia Jacqueline L. Harris Director, Chapter 1 Escambia Co. School. Dis. Goulding School 1403 W. Cross Street Pensacola, Florida 32501 904/444-2715 FAX: 904/444-2458

2/5/92		
Indian River Mrs. Claudia McNulty Director, Elementary Pgms Indian River County School District 1990 25th Street Vero Beach, Florida 32960 407/567-7165 FAX: 407/567-0177	Jackson Billie W. Dickson Director, Elementary Education 301 N. Jefferson Street Marianna, FL 32446 904/526-4510 FAX: 904/526-5192	Lee Elizabeth Karas Director, Head Start Lee Co. School District 2055 Central Avenue Fort Myers, Florida 33901 813/337-8125 FAX: 813/337-8378 (School Board)
Leon Margaret Fulton Director, Special Programs Leon Co. School District 2757 W. Pensacola Street #7 Tallahassee, Florida 32304 904/487-7306 FAX: 904/487-7370	Madison Lucile B. Day Coordinator, Elementary Education P.O. Box 449 312 N. Duval Street Madison, FL 32340 904/973-4081 FAX: 904/973-3455	Marion Dr. Roanne Moreno Exec. Director Childhood Services Marion Co. School District 3230 SE Maricamp Road Ocala, Florida 32671 904/694-1151 FAX: 904/694-6441 Sylvia R. deCastro 904/732-8041 FAX: 904/732-3220
Martin Jane Palmer Director, Student Services Martin Co. School District 500 E. Ocean Blvd. Stuart, Florida 34994 407/287-6400 ext. 257 FAX: 407/287-2505	Okaloosa Vivian Green Pre-K Coordinator Okaloosa Co. School District 120 Lowery Place, S.E. Fort Walton Beach, FL 32548 904/833-3180 FAX: 904/833-3436	Orange Sarah Sprinkle Early Childhood Prg. Con. Orange County School District 445 W. Amelia Street Orlando, Florida 32801 407/849-3330 SC: 329-3330 FAX: 407/849-3369
Pasco Patti J. Longo Pre-K Resource Teacher Pasco Co. School Dis. 7227 Land O'Lakes Blvd. Land O'Lakes, FL 34639 813/996-3600 ext. 2626 FAX: 813/929-2117	Pinellas Dr. Edward A. Brown, III Director, Special Projects Pinellas County School District 301 4th Street S.W. Largo, FL 34640 813/586-1818 FAX: 813/588-6202	Polk Nanette Rodgers Child Care Services Supervisor Polk County School District P.O. Box 391 Bartow, Florida 33830 813/534-2272, SC 541-2111 FAX: 813/534-2453

2/5/92		
Putnam Vivian Guarnera ESE Director Putnam Co. School District 200 S. 7th Street Palatka, Florida 32177 904/329-0528 FAX: 904/329-0645	St. Lucie Jane Grinstead Director, Basic Education St. Lucie Co. School District 2909 Delaware Avenue Ft. Pierce, Florida 34947 407/468-5256 FAX: 407-468-5181	Santa Rosa Joel G. Corley Director, ESE Santa Rosa Co. School District 603 Canal Street Milton, Florida 32570 904/626-7498 FAX: 904/626-8296
Department of Education Patty Ball Thomas Florida First Start Florida Education Center 325 W. Gaines Street Suite 754 Tallahassee, FL 32399-0400 904/922-0034, SC 292-0034		

APPENDIX B
State Recommended Forms

**FLORIDA FIRST START
REFERRAL FORM**

Child _____	Referral Date _____
DOB _____ Age _____	REFERRED BY:
Parent (s) _____	Name _____
Address _____	Title _____
_____	Agency _____
Home Phone _____	Phone _____
Work Phone _____	Address _____

Describe Reason for Referral:

Agencies currently involved with family:

Check all appropriate descriptions (Please attach appropriate documentation):

- _____ Child is a graduate of a perinatal intensive care unit.
- _____ Mother of child is under 18 years of age and did not receive necessary comprehensive maternity care and the mother and child are not currently receiving necessary support services.
- _____ Child has survived a catastrophic infectious or traumatic illness known to be associated with developmental delay.
- _____ Child has a parent or guardian who is developmentally disabled.
- _____ Child is in Foster Care.
- _____ Child is under protective services.
- _____ Child has a developmental delay.
- _____ Child has a disability.

Financial Eligibility:

Total Household Size: _____	Total Income: \$ _____	Monthly? _____	Yearly? _____
Food Stamp Household?	yes no		
AFDC Household?	yes no		
Foster child?	yes no		
Medicaid?	yes no		
Sibling has free lunch at school?	yes no	Name of Sibling _____	

FLORIDA FIRST START ENROLLMENT INFORMATION

Child's Name _____ Parent(s) Name _____

Address _____ Phone _____

Best Times to contact Family by Phone: _____ A.M. _____ P.M. Wk Phone _____

Date of Birth _____ Date of Enrollment _____

Referral Source _____ Length of Residence at this Address _____

FAMILY INFORMATION:

Marital Status: Married _____ Separated _____ Single _____

Name (s) and Birthdate (s) of Siblings Living in the Home:

Residents in home other than immediate family (Specify relationship with child): _____

	Mother	Father	Language most frequently used at home: _____
Name	_____	_____	
Birthdate	_____	_____	Is there a history of handicap or disability in the family? _____ What? _____
Ethnic Background	_____	_____	_____
Occupation	_____	_____	
Last grade completed (K-12)	_____	_____	
Other post-high school training	_____	_____	

Did/Does the family receive public assistance from a state or federal agency (if yes, please specify)? _____

Do you/Have you had a child enrolled in the prekindergarten early intervention program? _____

Do you have a child enrolled in an exceptional student education program (Please specify)? _____

INFORMATION ON THE CHILD:

Any illnesses or complications during pregnancy or delivery? _____

Was the child in a perinatal intensive care unit? _____

Has the child had a catastrophic infectious or traumatic illness? _____

Has the child survived a serious accident? _____

Do you have any concerns about your child's development? _____

Name and address of child's medical care provider: _____

FLORIDA FIRST START
PERSONAL VISIT RECORD

Child's name: _____ Age (months) _____ Visit # _____

Parent Educator: _____ Date: _____

Place of visit (address): _____ home _____

center _____

other _____

People present at visit:

Parent's concerns/comments:

OBSERVATIONS
LANGUAGE

INTELLECTUAL

PHYSICAL FINE MOTOR

GROSS MOTOR

SOCIAL

SELFCARE

WRAP-UP
Concerns of the family:

Items to work on:

Recommendations made to the family:

**FLORIDA FIRST START
INDIVIDUAL SERVICE RECORD**

Child's name: _____ DOB _____

Parent's name: _____ Date entered _____

Address _____ Date exited: _____

Home phone: _____ Father's work: _____ Mother's work _____

Referral source: _____ School district: _____

Siblings in home: _____ DOB _____ Grade: _____

Personal Visits

Date

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Group Meeting Attended:

Date

Topic

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

SCREENING

Date

Instrument

Administered by:

Results/Recommendations

**FLORIDA FIRST START
GROUP MEETING RECORD**

Meeting # _____ **Date:** _____

Topic _____ **For ages:** _____

Objectives:

Materials needed:

Procedure:

Attendance (attach sign up sheet):

Modifications/Recommendations for the Future:

**FLORIDA FIRST START
EDUCATIONAL/DEVELOPMENTAL SCREENING REPORT**

Name of Child: _____

DOB: _____

CA: _____

Parent: _____

Date	Examiner	Screening Instrument	Results
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

ANNUAL SCREENING UPDATE (s):

Date	Examiner	Screening Instrument	Results
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Sources Key
 A = Parent
 B = Agency
 C = School
 D = Other

FLORIDA FIRST START
 FAMILY NEEDS FORM

Family Name: _____ Parent Educator: _____ Date: _____

Does the family have any needs in the areas of:	For each area checked "yes" in left column, record the family's current major concerns, problems, and needs in the space below. Ask the family or other source of information to describe the situation as completely as possible. Try to fully understand the problem or need by asking questions such as: Is this a recent problem? How long has the situation been like this? Has it happened before? What do you think is causing the situation? What have you been able to do about it?
FINANCIAL ASSISTANCE ☐ YES ☐ NO	SOURCE: _____
EMPLOYMENT ☐ YES ☐ NO	SOURCE: _____
EDUCATION/ TRAINING ☐ YES ☐ NO	SOURCE: _____
HOUSING ☐ YES ☐ NO	SOURCE: _____
TRANSPORTATION ☐ YES ☐ NO	

(CONTINUED)

Family Name: _____

HEALTH/ NUTRITION ☐ YES ☐ NO	SOURCE: _____
MENTAL HEALTH ☐ YES ☐ NO	SOURCE: _____
FAMILY INTER- RELATIONSHIP ☐ YES ☐ NO	SOURCE: _____
PARENTING ☐ YES ☐ NO	SOURCE: _____
OTHER NEEDS ☐ YES ☐ NO	SOURCE: _____
Are there other services that can be coordinated to meet the needs of the family:	

Adapted from: Headstart Needs Assessment Form, Headstart Federal Program

Financial Statement for Florida First Start

PART 1 - FAMILY INFORMATION:

Applicant's Name: _____ Child's Name: _____
Last First MI

Address _____

PART 2A - HOUSEHOLDS NOW GETTING FOOD STAMPS OR AFDC FOR THEIR CHILDREN - Complete this part and sign the application in Part 4 - DO NOT complete Part 2B

Food Stamp Case Number: **AFDC Case Number:**

Medicaid ID No. Child's Member No

PART 2B - ALL OTHER HOUSEHOLDS - If you did not write a Food Stamp or AFDC Case Number, complete this Part and Sign the application in Part 3.

Sample _____	\$ ____/____	\$ ____/____	\$ ____/____	\$ ____/____
Names	CURRENT INCOME/FREQUENCY			
List the names of Everyone in your Household	Earnings from work (Before Deductions) job 1	Welfare, Child Support, Alimony	Payments from Pensions, Retirement, Social Sec.	Job 2 or Any Other Income
1. _____	\$ ____/____	\$ ____/____	\$ ____/____	\$ ____/____
2. _____	\$ ____/____	\$ ____/____	\$ ____/____	\$ ____/____
3. _____	\$ ____/____	\$ ____/____	\$ ____/____	\$ ____/____
4. _____	\$ ____/____	\$ ____/____	\$ ____/____	\$ ____/____
5. _____	\$ ____/____	\$ ____/____	\$ ____/____	\$ ____/____
6. _____	\$ ____/____	\$ ____/____	\$ ____/____	\$ ____/____
7. _____	\$ ____/____	\$ ____/____	\$ ____/____	\$ ____/____
8. _____	\$ ____/____	\$ ____/____	\$ ____/____	\$ ____/____

Name and Social Security Number of Primary Wage Earner or Household Member who signs this form (See Privacy Act)

Name _____ Social Security Number / / / /- / /- / / / /

**Financial Statement for Florida First Start
(CONTINUED)**

PART 4 - Signature: An adult household member must sign the application before it can be reviewed for program eligibility.

Penalties for Misrepresentation: I certify that all of the above information is true and correct and that the Food Stamp or AFDC number is correct and that all income is reported. I understand that this information is being given for determination of eligibility for Florida First Start program services; that school officials may verify the information on the application; and that deliberate misrepresentation of the information may subject me to prosecution under applicable State and Federal laws.

SIGNATURE OF ADULT: _____ PRINTED NAME ADULT: _____

Date Signed

Home Telephone

Work Telephone

Home address

Zip Code

Declaracion Financiera Para "Florida First Start"

PARTE 1 - INFORMACION FAMILIAL:

Nombre del solicitante: _____ Nombre del niño: _____

Direccion _____

PARTE 2A - HOGARES QUE AHORA RECIBEN CUPONES O AFDC PARA SUS HIJOS - Complete esta parte y firme la solicitud en parte 4 - FAVOR DE NO COMPLETAR PARTE 2B.

Numero que se usa para los cupones de comida: _____ Numero de AFDC: _____

_____ (Numero de identificacion de Medicaid - Numero del niño)

PARTE 2B - OTROS HOGARES - Si no escribieron nign numero de cupones ni de AFDC, complete esta parte y firme la solicitud en la parte 3.

Ejemplo _____	\$ ____/____	\$ ____/____	\$ ____/____	\$ ____/____
NOMBRES	SALARIO ACTUAL/FRECUENCIA DE PAGO			
Escriba los nombres de todos que viven en su casa	Ganancias del trabajo (antes de deducciones)	Asistencia public soporte de niños alimentos	Pagos de pension, jubilo seguro social	Otro
1. _____	\$ ____/____	\$ ____/____	\$ ____/____	\$ ____/____
2. _____	\$ ____/____	\$ ____/____	\$ ____/____	\$ ____/____
3. _____	\$ ____/____	\$ ____/____	\$ ____/____	\$ ____/____
4. _____	\$ ____/____	\$ ____/____	\$ ____/____	\$ ____/____
5. _____	\$ ____/____	\$ ____/____	\$ ____/____	\$ ____/____
6. _____	\$ ____/____	\$ ____/____	\$ ____/____	\$ ____/____
7. _____	\$ ____/____	\$ ____/____	\$ ____/____	\$ ____/____
8. _____	\$ ____/____	\$ ____/____	\$ ____/____	\$ ____/____

Nombre y numero de Seguro Social del mayor asalariado o miembro de familia que firma esta formulario (Vea el "Privacy Act")

Nombre: _____ Numero de Seguro Social: _____

Declaracion Financiera Para "Florida First Start"
(CONTINUED)

PARTE 3 - FIRMAR: Un miembro adulto del hogar debe firmar la solicitud antes de que sea revisado para el programa.

Sanciones para la falta de representacion correcta: Certifico que la informacion anterior y en este formulario es la verdad y correcto y que los numeros de cupones de comida y de AFDC son correctos y que la cantidad de toda ganancia esta presentada en este formulario. Comprendo que esta informacion se presenta para determinar si me pertenecen los servicios del program Florida First Start; que los administradores de la escuela tienen el derecho de verificar los datos incluidos en esta solicitud; y que faltas de representacion de informacion pueden resultar en un pleito legal bajo proceso de la ley Federal y del estado de la Florida.

Firma del adulto (mayor de edad): _____

Nombre en letra bloque _____

Fecha de firma

Telefono en casa

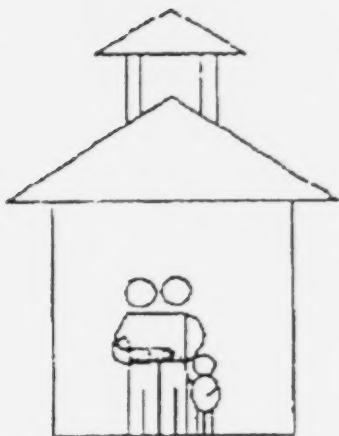
Telefono en trabajo

Direccion de casa

Zip

APPENDIX C

Sample Newsletters, Flyers, Pamphlets



ANNOUNCING!

PARENT/ CHILD GROUPS

SONGS
GAMES
DISCUSSION
SNACKS

FLORIDA FIRST START

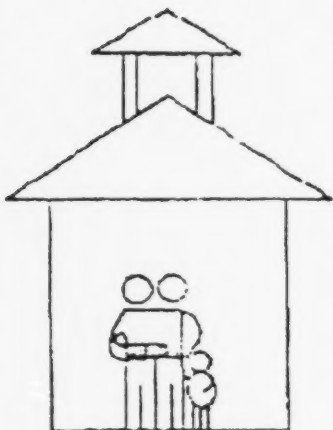
Child Development
Trailer #4
701NW 31st Avenue
Fort Lauderdale
797-6229
765-6493

DATE AND TIMES

January 22 9:00-10:00 0-12 months
 10:30-11:30 12-24 months

January 28th 9:00-10:00 24-36 months
 10:30-11:30 36-48 months





ANONSE!

Gwoup Manman, Papa
ak Pitit yo

Chan
Diskisyon
Jwet
Fridodoy

FLORIDA FIRST START

North Side Elementary School
Sal #6
120 NE 11th Street
Fort Lauderdale
797-6229

DAT AK LE

24 Janvye	9:00-10:00	pou 0-12 mwa.
	11:00-12:00	pou 12-24 mwa.
	1:00-2:00	pou 12-24 mwa.
31 Janvye	9:00-10:00	pou 24-42 mwa.
	10:30-11:30	pou 24-42 mwa.





Growing Together

Newsletter for
parents of preschool children

Behavior

Making mistakes

A child who is constantly called names and criticized for doing the wrong thing will have difficulty acquiring self-confidence in her ability to act correctly. She may misbehave simply to get attention.



Children need to learn that making mistakes is a natural part of living and learning.

When a child does something wrong, a parent can explain why it was wrong.

If the mistake was unintentional, it is important to let the child know that everyone makes mistakes and that mistakes should not prevent trying again. □

FLORIDA FIRST START

The School District of Jackson County

2950 Cherokee Street

Marianna, Florida 32446

(904) 482-1266

November, 1991

Vol. 7 No. 11

Health & Safety

Some simple guidelines for escalator safety

The next time you go to a major airport or shop at a large department store, take a few minutes to watch people ride the escalator.

You'll see actions that are both perplexing and frightening.

Each year children, as well as adults, are injured in escalator accidents because they forget that escalators are neither a thrill ride nor a flawless piece of machinery.

As a parent you can help protect your child and teach him the basics of escalator safety by following some simple guidelines.

- Hold on to the rail. This seems so obvious, yet people often ride with their arms full of packages and children.

You may be sure of your balance, but what about the guy behind you?

- Check your clothing. Make sure you don't have dangling shoe laces, scarves, or belts. Once they get caught in the mechanism it may be impossible to pull free.

- Don't block your view. Carry packages low or to the side so you can see where you are going.

- Don't let young children ride alone. Young children often make a game of running up the "down" escalator or playing chase with friends. They sit on

the steps or slide down the handrail.

If you allow them to ride alone, make sure they understand the safety rules and abide by them.

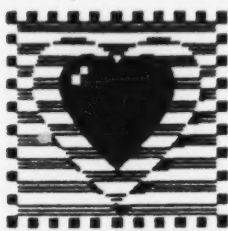
- Hold your child's hand. Again, you may be sure of your child's balance, but if the escalator stops or someone bumps them, you may not have time to grab their hand.

- Don't take strollers on the escalator. Strollers can tip over, blankets can slip out and get caught, baby can move and upset your balance, wheels can jam, someone could fall over you.

- Don't walk, just ride. It's tempting sometimes to hurry up and walk down a slow-moving escalator. This is dangerous to you and to anyone else on the escalator, because it challenges your balance and also upsets the flow of "traffic."

- Watch your step. Be especially careful when getting on or off the escalator. Make sure your heel doesn't get caught between steps as you get on. Make sure you don't lurch forward as you get off. And step aside quickly so that others can get off safely.

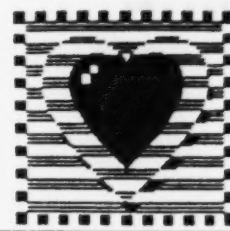
- Don't crowd. A crowded escalator is extremely dangerous. The movements of one person can affect dozens more and create a domino effect. □



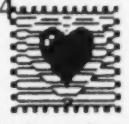
February 1992

Florida First Start

Longwood Elementary School
50 Holly Avenue, Shalimar, FL 32579
Okaloosa County School District



Sunday Monday Tuesday Wednesday Thursday Friday Saturday

						1
2  Groundhog Day	3 9-10AM Mom & Me Rhythmic Fun 9-11AM Parent Library Open	4	5 9-11AM Play Group & Library 12-2PM Telephone Warm Line	6 6:30PM S.T.E.P. Workshop for those who signed up child care provided	7	8
9	10 9-10AM Mom & Me Valentine Fun 9-11AM Parent Library Open	11	12 9-11AM Play Group & Library 12-2PM Telephone Warm Line	13 6:30PM S.T.E.P. Workshop for those who signed up child care provided	14  Valentine's Day	15
16	17 Presidents' Day First Start Center Closed	18  Jimmy D. is two years old today!	19 9-11 AM Play Group & Library 12-2PM Telephone Warm Line	20  Brad is 4 years old! 6:30 East session of S.T.E.P. Child Care	21	22
23	24 No MMM Mrs. Sandlin will be at a workshop all day.	25	26 9-11AM Play Group & Library 12-2PM Telephone Warm Line	27	28	29



"Children have never been good at listening to their elders, but they have never failed to imitate them."

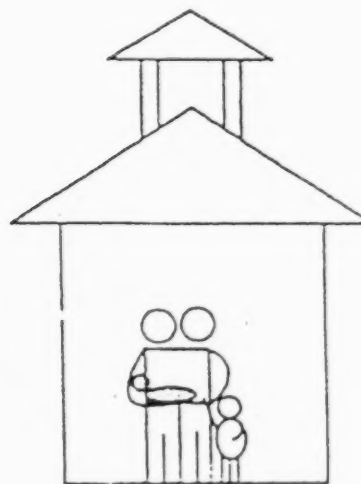
OUR RESOURCE CENTER
IS LOCATED AT:

NORTH SIDE ELEMENTARY
120 N.E. 11TH STREET
FORT LAUDERDALE

PHONE 765-6493
797-4728



FLORIDA FIRST START PROGRAM



A HOME-SCHOOL PARTNERSHIP

A program designed to give children
the best possible start in life and to
support parents in their role as the
child's first teachers.

The School Board of Broward County, Florida
Division of Instruction
Child Development





Florida First Start Newsletter

Saturn Elementary School
880 Range Road - Room 203
Cocoa, FL 32926 (407)633-3537

Serving Children From Birth to Age 3 and their Parents



Growing Together

Newsletter for
parents of preschool children

Games & Activities

Bring a favorite storybook to life

Most children have a favorite storybook they want to hear read over and over.

Why not adapt the favorite story at your house into a mini-play?

Assign parts and hunt for props to help tell the story.

Each character should be responsible for his or her own dialogue.

For little ones, that may mean telling the story in their own way to get the point across.

Sometimes the play becomes so much fun that others will want to join in—as additional characters or as the audience!

Keep the action as simple or as complicated as the kids can handle.

And let them do as much of the planning and problem solving as they can. □

May, 1991

Behavior

"You're not old enough!"

What can parents do when a child isn't old enough to do many of the things other children do?

This is an especially difficult situation if the child has older brothers or sisters who are allowed privileges the younger child is denied.

For example, many young children want to go outside without supervision. They may even run away from home or slip out when parents aren't looking.

Naturally, if this happens, parents are going to be upset and worried, perhaps angry.

What to do?

Be honest with your child about your feelings, but try, also, to let him know you understand his feelings.

"You wanted to go out by yourself like the big kids. You got mad when I wouldn't let you. So you went anyway. I understand how you feel, but I can't let you go out alone. I get very worried and upset that something might happen to you."

It's hard for children to understand that they will be allowed more privileges as they get older. In the meantime, parents can take some comfort in the fact that this situation won't last forever. □

FLORIDA FIRST START SPOTLIGHT



Shalonda Hart

Our Florida First Start SPOTLIGHT CHILD of the Month is 20 Month old *Shalonda Hart*. Her mother Mrs. Phadra Copes said, "Shalonda has really grown a lot on this (Florida First Start) Program. She has learned to play with other children. That gives her a chance to get from under me so much. She loves to go to the Group Meetings and she has also learned to share with the other children. I hope to continue to go to the Meetings and learn a lot more with each time we get together."

Shalonda was the first to receive the Developmental Screening by Mrs. Noreen Burke of Child Find. She participated eagerly and seemed to enjoy the activities. Mrs. Copes has actively been involved in all of the Program's activities. She said, "Florida First Start has been very supportive for me. I have really enjoyed the Meetings because I get a lot of views on how to deal with every day problems that we all have with raising our children. The Florida First Start Counselors are really nice people and have been there for me since I enrolled in the Program. I enjoy the Home Visits because they are personal, informative and enjoyable."

(Signed by Shalonda Hart)



Growing Together

Newsletter for
parents of preschool children

Behavior

Making mistakes

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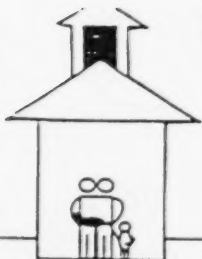
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- Don't crowd. A crowded escalator is extremely dangerous. The movements of one person can affect dozens more and create a domino effect. □



Florida First Start News

Longwood Elementary School

50 Holly Avenue, Shalimar, FL 32579

(904) 833-4379

Okaloosa County School District



February 1992

Dear Parents,

It seems impossible that the First Start program has been in operation for over 5 months this year. If you enrolled at the beginning of the year, you have probably had 5 home visits by a parent educator. At the First Start Parent Center, we have had 7 Monday, Mom, & Me Activity Times, 7 group meetings, and 13 Wednesday Play Groups. Hopefully, you and your children have been able to participate in several of these fun learning times.

During February, those of you who enrolled in the STEP (Systematic Training for Parents) Workshop, will complete the series. We really appreciate Mrs. Snitchler taking time from her busy schedule to teach this workshop for not only the parents of children in her class, but parents of First Start and PreK as well.

In recognition of National Dental Health Month, we will be bringing you information about dental health practices starting with babies as well as a fun song and book about brushing teeth when we come for a home visit.

We will have two Monday, Mom, and Me Activity Times during February. On February 3, we will have some "Rhythm Fun." The children enjoyed the music activities we did in January so much that we are going to do some of those activities again as well as some new ones. On February 10, we will have some "Valentine Fun." We will be closed on Monday, the 17th for Presidents' Day and I will be away at a workshop on Monday, the 24th. Our MMs for February will be on the 3rd and the 10th. We hope you will be able to join us for Monday, Mom, and Me.

Sincerely,

Beverly Sandlin, Lead Teacher



Monday, Mom, & Me
February 3, 9:00-10:00AM
Rhythm Fun

February 10, 9:00-10:00AM
Valentine Fun

Getting to Know the
Florida First Start Staff

Mrs. Jane Spotten has been a First Start Parent Educator since February 1991. She is a student at Okaloosa-Walton Community College pursuing a degree in Child Development. She is, also, working toward the Child Development Associate credential and hopes to complete those requirements by May. Mrs. Spotten's husband is in the Air Force and she has four daughters.

Mrs. Karen Folk has been a First Start Parent Educator since November 1991. She is a co-trainer for foster parent training classes for HRS. She hopes to begin taking college classes in the Summer or Fall. Mrs. Folk's husband is in the Air Force and she has three children. She is, also, a foster parent and has one foster child in her home now.

Mrs. Beverly Sandlin is the First Start Lead Teacher. She has been a teacher for 19 years, teaching 3rd grade, prekindergarten, preschool handicapped, and kindergarten in New Mexico, Germany, Louisiana, and Okaloosa County in Florida. Mrs. Sandlin is a graduate student at Florida State University. Her husband is retired from the Air Force and her only child, Pam, is a college student.

All three believe that the parent is the first and most important teacher of every child!

APPENDIX D
Program Logo



APPENDIX E
Florida Statutes Revelant to Florida
First Start

E. Florida Statutes and Regulations Revelant to Florida First Start

230.2303 Florida First Start Program

(1) **LEGISLATIVE INTENT; PURPOSE** - The Legislature recognizes that the years of a child's life between birth and the third birthday are critical for fostering intellectual ability, language competence, physical development, and social skills. The Florida First Start Program is intended as a home-school partnership designed to give handicapped children and children at risk of future school failure the best possible start in life and to support parents in their roles as the children's first teachers. The purpose of the program is to assist school districts in providing early, high-quality parent education and support services that enable the parents to enhance their children's intellectual, language, physical, and social development, thus maximizing the children's overall progress during the first 3 years of life, laying the foundation for future school success, and minimizing the development of handicaps and developmental problems which interfere with learning.

(2) **PROGRAM** - There is hereby created the Florida First Start Program for children from birth to 3 years of age and their parents. The program shall be administered, implemented, and conducted by school districts pursuant to a plan developed and approved as provided in this section.

(3) **PLAN** - Each school board may submit to the Commissioner of Education a plan for conducting a Florida First Start Program. Each plan and subsequent amended plan shall be developed in cooperation with the district interagency coordinating council on early childhood services established pursuant to s.230.2305 and the Interagency Handicapped Prekindergarten Council, and shall be approved by the commissioner. To be eligible for the state funding pursuant to this section, a district school board's plan shall be designed to serve children from birth to 3 years of age who are handicapped or at risk of future school failure and to serve their parents. For the purpose of this section, "handicapped failure and to serve their parents" shall be defined as having one or more of the characteristics described in s 411.202(8).

(4) **PLAN APPROVAL** - To be considered for approval, each plan, or amendment to a plan, shall be based on current research findings regarding the growth and development of infants and young children and shall include the following program components:

(a) The establishment of parent resource centers located in neighborhood schools. Parent resource centers may be established in cooperation with and jointly funded through the community education program established pursuant to s. 228.071.

(b) Visits, at least once a month, by trained parents educators from the parent resource center, who shall inform the parents about stages of child development and suggest methods for parents to encourage children's intellectual, language, physical, and social development. Parent educators shall also offer guidance on home safety, nutrition, effective discipline, constructive play activities, and other topics.

(c) Monthly group meetings for parents with similarly aged children held at the parent resource centers.

(d) Periodic formal educational and medical screening for the children.

(e) A referral network to help parents who need special assistance, for themselves or their children, that is beyond the scope of this program.

(f) Assurances that each school parent resource center shall be staffed by coordinator trained in parent education and holding a bachelor's degree from an accredited institution with a major in early childhood education, child development, child psychology, home economics, social work, or nursing.

(g) A method for training parent educators and for recruiting parent educators from among the families in the school's attendance zone. Training for parent educators shall include, but not be limited to, child growth and development, health, safety, nutrition, identifying and reporting child abuse and neglect, developmentally appropriate activities for young children, and avoidance of income-based, race-based, and gender-based stereotyping.

(h) An inservice staff development component, including arrangements for staff access to child development associate certificate training or its equivalent, coordination with local teacher education centers established pursuant to s. 231.603, and integration with district master inservice plans required pursuant to s. 236.0811.

(i) Coordination with district PreKindergarten Early Intervention programs and the Florida Progress in Elementary Education Program.

(5) EVALUATION - The commissioner shall conduct or contract for a longitudinal study of the effectiveness of the program, including the Florida First Start model schools for coordinated children's services. This study shall include, but not be limited to, longitudinal assessment of the children's behavior, growth and development, achievement, and success in school, and the parents' continued involvement, with the education of their children. The interim results of this evaluation shall be reported annually to the legislature on or before January 1, and a final report to the Legislature shall be due on or before January 1, 1995.

(6) MONITORING AND TECHNICAL ASSISTANCE - The commissioner shall monitor each district program at least annually to determine compliance with the district plan and the provisions of this section. The department shall develop manuals and guidelines for the development of district plans and shall provide technical assistance to ensure that each district program maintains high standards of quality and effectiveness. The department shall identify exemplary programs in the state to serve as model Florida First Start Programs and shall disseminate information on these programs to all districts.

(7) ANNUAL REPORT - Each district school board that implements a program under this section shall, with the assistance of the district interagency coordinating council on early childhood services, submit an annual report of its program to the commissioner. Such report shall describe the overall program operations, activities of the district interagency coordinating council, expenditures, the number of children served, staff training and qualifications, evaluation findings, and others information required by the commissioner or the State Coordinating Council for Early Childhood Services.

(8) COORDINATION -

(a) The Florida First Start Program shall be included under the jurisdiction of the State Coordinating Council for Early Childhood Services established pursuant to s. 411.222. The Council shall make recommendation for effective implementation of the program and shall advise the Department of Education on needed legislation, rules, and technical assistance to ensure the continued implementation of an effective program.

(b) To be eligible for the Florida First Start Program, each school district shall develop, implement, and evaluate its program in cooperation with the district interagency coordinating council established pursuant to s.230.2305.

(9) FUNDING - Funding for the Florida First Start Program shall be determined annually in the General Appropriations Act. These funds shall be distributed to each participating school district in an equitable manner based upon the official estimate of the number of children born that year in the county, the number of handicapped students enrolled in the schools of the district, and the number of district children participating in the free and reduced-price lunch program.

Beginning July 1, 1991 in order to demonstrate the full utilization of parent resource centers and to provide the state with exemplary models of schools providing coordinated, comprehensive services to families, a portion of the funds appropriated by the Legislature for the Florida First Start Program shall be allocated by the commissioner to two or more school districts whose plans include the establishment of a Florida First Start model school for coordinated children's services.

(10) FLORIDA FIRST START MODEL SCHOOLS FOR COORDINATED CHILDREN'S SERVICES - Beginning July 1, 1991, the Department of Education, in cooperation with the Department of Health and Rehabilitative Services, shall establish Florida First Start model schools for coordinated children's services to provide comprehensive child care and parent education, high school and literacy instruction, and other coordinated services for families of children living within each school's attendance zone. In order to increase the diversity of the student population, model schools for coordinated children's services may also be designated as a magnet schools or schools of choice and serve families from all attendance zones in the district. The model schools for coordinated children's services shall be included under the purview of the State Coordinating Council for Early Childhood Services established pursuant to s. 411.222. Each model school shall be developed, implemented, and evaluated in cooperation with a district interagency coordinating council established pursuant to s. 230.2305. Each model school for coordinated children's services shall provide services which include, but are not limited to, the following:

(a) The Florida First Start Program, including the establishment of a parent resource center. For purpose of this subsection, families not eligible for the Florida First Start Program under the provisions of subsections (1) - (3) may participate in the model schools for coordinated children's services through a sliding scale of payment.

(b) Full-day educational services and child care for children 3 years of age and older who are not enrolled in school, which services may also be provided for children younger than 3 years of age. These services shall meet the criteria for high quality early childhood programs established by the National Association for the Education of Young Children and may be coordinated with the prekindergarten early intervention program established pursuant to s. 230.2305, Head Start, or other programs for 3-year-old and 4-year-old children.

(c) Care for children enrolled in school during hours before and after schools and on a full-day basis, as needed, during days on which school is not in session. These services may include tutoring, homework assistance, help with basic skills, and other services for school-age students and may include strategies to better involve families with the school and the students' learning processes.

(d) Support and education services, as needed, to parents who are interested in obtaining a high school diploma or its equivalent, literacy training, or-job training. Parents and their preschool children may attend classes in parenting and child learning skills together to promote the mutual pursuit of education and enhance parent-child interaction.

(e) An agreement with one of the state's child care resource and referral agencies to provide information on other child

care services, including care for children at sites other than the school, and training and technical assistance for providers of these other child care services.

(f) A sliding scale of payment for the child care and parent education services and coordination with the Department of Health and Rehabilitative Services State-Subsidized Child Care program to provide funds for services to eligible children.

(g) Dissemination of information about the model school for coordinated children's services to other schools in the state and operation as demonstration site to provide opportunities for observation by interested persons.

The responsibility for coordination of services required by the subsection shall rest with the parent resource center. The parent resource center may provide the services directly or contract with an existing public or private entity for the provision of services. In addition to the requirements of paragraph (4)(f), the coordinator of a parent resource center in a model school for coordinated children's services shall have at least 2 years experience in child care or early childhood education and at least a master's degree.

(11) State Board Rules - The State Board of Education shall adopt rules to implement this section.

At-Risk Definition

411.202(8) "High-risk" child" or "at-risk child" means a preschool child with one or more of the following characteristics:

- (a) The child is a victim or a sibling of a victim in a confirmed or indicated report of child abuse or neglect.
- (b) The child is a graduate of a perinatal intensive care unit.
- (c) The child's mother is under 18 years of age, unless the mother received necessary comprehensive maternity care and the mother and child currently receive necessary support services.
- (d) The child has a developmental delay of one standard deviation below the mean in cognition, language, or physical development.
- (e) The child has survived a catastrophic infectious or traumatic illness known to be associated with developmental delay.
- (f) The child has survived an accident resulting in a developmental delay.
- (g) The child has a parent or guardian who is developmentally disabled, severely emotionally disturbed drug or alcohol dependent, or incarcerated and who requires assistance in meeting the child's developmental needs.
- (h) The child has no parent or guardian.
- (i) The child is drug-exposed.
- (j) The child's family's income is at or below 100 percent of the federal poverty level or the child's family's income level impairs the development of the child.
- (k) The child is a handicapped child as defined in subsection (7)(See below).
- (I) The child has been placed in residential care under the custody of the state through dependency proceedings pursuant to Chapter 39.

411.202(7) "Handicapped child" means a preschool child who is developmentally disabled, mentally handicapped, speech-impaired, language-impaired, deaf or hard of hearing, blind or partially sighted, physically handicapped, health-impaired, or emotionally handicapped; a preschool child who has a specific learning disability; or any other child who has been classified under rules of the State Board of Education as eligible for preschool special education services, with the exception of those who are classified solely as gifted.

APPENDIX F

Responsibilities and Duties of the Parent Educator

F. Responsibilities and Duties of the Parent Education

Parent Educators will be: committed to furthering his/her education to better serve the families; his/her skills must include some secretarial duties, filing, record keeping, etc.; he/she must be dedicated to the well being of the families and be able to guide them to the solutions to some of their problems; he/she must have a sincere interest in the development of the child and of the parent/care-giver:

- *have some knowledge of resources in her community
- *have good telephone skills
- *be able to adapt to various ethnic groups
- *be able to write and plan lessons for parents
- *have some child development knowledge and parenting knowledge
- *be good listeners and observers
- *possess a love for children and people
- *be a friend
- *stay calm under pressure and be patient
- *have the ability to manipulate a situation for the better
- *be willing to learn from others
- *be creative and loving
- *possess the ability to extend yourself
- *have transportation
- *be empathetic
- *be flexible, trustworthy, responsible, and possess the ability to encourage, respect and be sincere to all families within the community
- *be able to communicate to others
- *be able to communicate in the language of the family
- *be able to speak in English
- *be a good salesperson (recruit families)
- *tactful, diplomatic, discrete, confidential, courageous, dedicated, articulate

APPENDIX G
Infant Resource Books

G. INFANT RESOURCE BOOKS

Things to Do With Toddlers & Twos
More Things To Do With Toddlers & 2s
Higglety, Pigglety, Pop
The Dynamic Infant
No Bored Babies
Games To Play With Babies
Songs To Sing With Baby Book
Songs To Sing With Baby Cassette
You Are Your Childs First Teacher Hard
Your Are Your Childs First Teacher Soft
Infant Caregiving
Before The Basics
One Potato, Two Potato, Three Potato
Sift And Shout
Waterworks
The Taming Of The C.A.N.D.Y. Monster
Don't Move The Muffin Tins
Trusting Toddlers
Caring Toddlers & Toddlers Vol I
Caring For Infants & Toddlers Vol II
Playtime Learning Games
Complete Block Book
A Very Practical Guide To Discipline With Young Children
Ages And Stages
Infants & Toddlers
Seeing Young Children: A Guide To Observing & Reaching Behavior
Developmental Profile: Birth To Six
Creative Activities For Young Children
Teaching Through Creative Play, Infant Toddler, Preschooler
Parents Are Teachers Too
Infant, Toddler, Preschooler Too...Animal Activities
Infant, Toddler, Preschooler Too...Transportation Activities
Baby Proofing Basics: How To Keep Your Child Safe
Getting Your Child to Sleep
Rainey Day Activities
Scribble Cookies
Active Learning For Infants
Active Learning For Ones
Active Learning For Twos
Active Learning For Threes
The Earliest Relationship
What Every Baby Knows
Learning All The Time
The Self Respecting Child
Taking Care Of Your Child
The Hurried Child
The Six Stages Of Parenthood
Working And Caring (Hard Bound)
Working and Caring (Soft Bound)
To Listen To A Child (Soft Bound)

To Listen To A Child (Hard Bound)
Toddler Theme-A-Saurus
Piggyback Songs For Infant & Toddlers
Parents & Kids Together
Special Times For Parents & Kids
Helping Baby Grow
Responding To Infants
Nursey Rhyme Time
Infant, Toddler, Preschooler Too
Your Child At Play Birth To One Year
Your Child At Play One To Two
Your Child At Play Two To Three
Your Child At Play To Five

Available From: Classic School Products
174 Sermoran Commerce Place
Suite A106
Apopka, Florida 32703



State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer